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AUTHOR Rose, Bruce J.; And Others
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ABSTRACT

This working paper, part of an ongoing national study, presents preliminary analysis of public service professionalism among state public administrators in many states on the basis of data already produced by a continuing survey research project. Information about the data source and sample profiles are provided. Additionally, the research objectives for the paper are listed, and the questionnaire that was used to assess the research objectives is provided. The paper addresses the following questions: (1) What are the public service value orientations of MPA (Masters in Public Administration) and CPM (Certified Public Administration) graduates who are currently employed as state administrators? (2) What are the professional behavioral dimensions of these administrators? (3) What are the orientations of these administrators toward public Administration education? and (4) Do administrators with MPA/CPM education significantly differ from state administrators without compatible training/education? Results of the analyses are reported under the following headings: Value Orientations of MPA and CPM Graduates; Professional Behavioral Attributes among MPA and CPM Graduates; Public Administration Professionalism among MPA and CPM Graduates; and the Differences between the General Sample, MPA, and CPM Graduates. Contains 21 tables and 105 references. (GLR)

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**PUBLIC SERVICE PROFESSIONALISM AMONG STATE ADMINISTRATORS:
A MULTIPLE STATE STUDY**

Bruce J. Rose

Research Center for Public and International Policy
School of Public Affairs
Kentucky State University

Manindra K. Mohapatra

Center for Governmental Services
Indiana State University

Cassie Osborne, Jr.

Research Center for Public and International Policy
School of Public Affairs
Kentucky State University

Don Anthony Woods

Research Center for Public and International Policy
School of Public Affairs
Kentucky State University

John Bugbee

Governmental Services Center
Commonwealth of Kentucky

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I

INTRODUCTION

In a recent working paper Professor Siegrun Fox's analysis (Fox, 1991) suggests that the term "Professionalism" has acquired different meaning over the years. Daniel and Rose (Daniel and Rose, 1991) have identified several empirical studies by the other scholars who have empirically analyzed public service professionalism among the public administrators. Mohapatra (Mohapatra et. al., 1989) found evidence that supports a theoretical model of public administrator professional socialization. This model suggests (*see figure 1*) that academic and training programs for pre-service and in-service public managers should have a measurable affect on attitudes, values and behavior.

The purpose of this working paper is to present a preliminary analysis of public service professionalism among state public administrators in many states on the basis of data already produced by an ongoing survey research project (*When completed, data will have been collected from all fifty states and Puerto Rico*). The study is producing a body of empirical evidence about selected dimensions of public service professionalism. A review of empirical literature about professional education and training programs in the other fields such as medicine, law, dentistry, management, librarianship, priests, accountancy education, nursing, military, social work, and other fields suggests the efforts of social scientists to measure professionalism by analyzing the value orientations and behavioral characteristics of these professionals (Cohen, 1981; Coombs, 1986; Erlanger, 1977; Janowitz, 1964; Kamnikar, 1990; Kleinmna, 1984; Roth, 1989; Ward, 1980) to be of significant value. So, in this sense our approach to the study of professionalism is consistent with the work of these social scientists who are seeking to understand the attitudinal and behavioral attributes of professionals.

II

THEORY

The theoretical foundation of this paper emphasizes value orientations and behavioral characteristics of public administration professionals. Shown in table 1 below are some specific indicators that this study has used to measure the dimensions of public service professionalism. This study assumes that value orientations and behavioral characteristics of these public administrators provide a comprehensive view of public service professionalism dimensions. This view is particularly significant in light of the fact that the schools of public administration aim at producing public service professionals having a body of knowledge about public management, a set of managerial skills needed to perform managerial tasks and a set of public service values appropriate for those serving the clientele of public agencies. Given this general claim about the outcomes of professional schools of public administration and state supported certified management programs we might ask a central question: To what extent do graduates of Public Administration programs who are employed in state governments, reflect these value orientations and behavioral characteristics? This key question provides the basis of this empirical study.

Figure 1

A Conceptualization of Research Variables Influencing Public Service Values of State Public Administrators

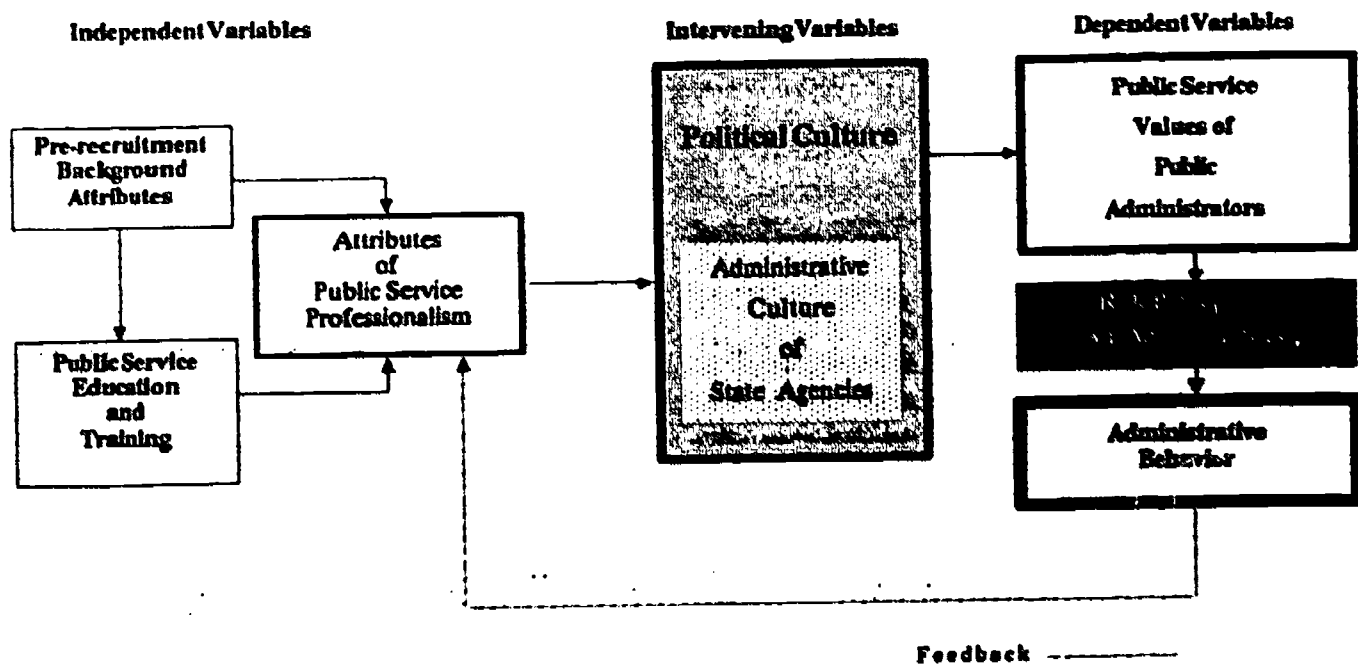


Table 1
Selected Empirical
Indicators of Professionalism

Values Orientations	Behavioral Characteristics
Commitment toward public administration as a field of study	Participation in public service education
Commitment toward membership in public service professional organizations	Professional memberships
Commitment toward continuing education on public policy issues	Pursuit of continuing public service professional knowledge
Commitment toward equity, public opinion, democracy, and ombudsmanic role of legislators	Reading of professional literature

III

DATA SOURCE

This ongoing national survey research project has provided the data base from this empirical study, and is supported by a three year grant for the National Science Foundation (R119006563). Random samples were selected from lists provided by various state supported CPM programs, MPA degree granting universities, and several states. Additional general state samples were selected from the State Executive Directory published by Carroll Publishing Company. The data collection phase is still being conducted. As of this writing 1,109 usable self-administrated questionnaires have been returned.

Table 2 below presents the profile of the present sample. The profile will most likely change as additional questionnaires are received since the general samples are the last to be surveyed.

Table 2
Sample Profile

	Freq.	Percent	Valid Percent	Cum Percent		Freq.	Percent	Valid Percent	Cum Percent
GENDER					STATE OF EMPLOYMENT				
MALE	669	60.3	64.0	64.0	ALASKA	1	.1	.1	.1
FEMALE	376	33.9	36.0	100.0	ARIZONA	3	.3	.3	.4
MISSING	64	5.8	..		ARKANSAS	11	1.0	1.0	1.4
Total	1109	100.0	100.0		CALIFORNIA	20	1.8	1.9	3.3
ETHNICITY					COLORADO	3	.3	.3	3.6
WHITE	961	86.7	90.4	90.4	CONNECTICUT	29	2.6	2.7	6.3
AFRICAN-AMERICAN	54	4.9	5.1	95.5	DISTRICT OF COL	1	.1	.1	6.4
HISPANIC	25	2.3	2.4	97.8	FLORIDA	45	4.1	4.2	10.6
NATIVE AMERICAN	7	.6	.7	98.5	GEOGRIA	50	4.5	4.7	15.3
ASIAN/PACIFIC ISL	14	1.3	1.3	99.8	HAWAII	2	.2	.2	15.5
OTHER	2	.2	.2	100.0	IDAHO	3	.3	.3	15.8
MISSING	46	4.1	..		ILLNOIS	9	.8	.8	16.6
Total	1109	100.0	100.0		INDIANA	1	.1	.1	16.7
TYPE WORK UNIT					IOWA	1	.1	.1	16.8
DATA/PAPER	367	33.1	35.2	35.2	KANSAS	24	2.2	2.3	19.1
PEOPLE SERVICE	633	57.1	60.7	95.9	KENTUCKY	29	2.6	2.7	21.8
MACHINE/PROD.	43	3.9	4.1	100.0	LOUISIANA	39	3.5	3.7	25.5
MISSING	66	6.0	..		MARYLAND	2	.2	.2	25.7
Total	1109	100.0	100.0		MASSACHUSETTS	36	3.2	3.4	29.0
JOB CATEGORY					MICHIGAN	5	.5	.5	29.5
ADMN/PROF	740	66.7	70.2	70.2	MINNESOTA	30	2.7	2.8	32.3
CLERICAL, ETC.	43	3.9	4.1	74.3	MISSISSIPPI	12	1.1	1.1	33.5
SUPERVISORY, ETC.	165	14.9	15.7	89.9	MISSOURI	35	3.2	3.3	36.7
SERVICE, ETC.	16	1.4	1.5	91.5	NEBRASKA	16	1.4	1.5	38.3
LAW ENFORCEMENT	90	8.1	8.5	100.0	NEW JERSEY	6	.5	.6	41
MISSING	55	5.0	..		NEVADA	67	6.0	6.3	44.5
Total	1109	100.0	100.0		NEW MEXICO	1	.1	.1	45.2
NATURE OF APPOINTMENT					NEW YORK	104	9.4	9.8	55.0
ELECTED OFFICIAL	6	.5	.6	.6	NORTH CAROLINA	68	6.1	6.4	61.4
POLITICAL APPNT.	121	10.9	1.5	12.1	OHIO	65	5.9	6.1	67.5
MERIT SYSTEM	785	70.8	74.7	86.8	OKLAHOMA	17	1.5	1.6	69.1
OTHER	139	12.5	13.2	100.0	OREGON	85	7.7	8.0	77.1
MISSING	58	5.2	..		PENNSYLVANIA	13	1.2	1.2	78.3
Total	1109	100.0	100.0		RHODE ISLAND	1	.1	.1	78.4
YEARS OF EDUCATION					SOUTH CAROLINA	5	.5	.5	78.9
10-14 YRS.	98	8.8	9.3	9.3	TENNESSEE	44	4.0	4.1	83.0
15-19 YRS	825	74.4	78.1	87.4	TEXAS	68	6.1	6.4	89.4
20-24 YRS	129	11.6	12.2	99.6	UTAH	48	4.3	4.5	93.9
25-30 YRS	4	.4	.4	100.0	VIRGINIA	5	.5	.5	94.4
MISSING	53	4.8	..		WASHINGTON	54	4.9	5.1	99.4
Total	1109	100.0	100.0		WEST VIRGINIA	3	.3	.3	99.7
YEARS OF PUBLIC SERVICE					WISCONSIN	2	.2	.2	99.9
<1-4 YRS	82	7.4	7.7	7.7	WYOMING	1	.1	.1	100.0
5-9 YRS	139	12.5	13.1	20.8	MISSING	45	4.1	..	
10-14 YRS	245	22.1	23.0	43.8	Total	1109	100.0	100.0	
15-19 YRS	254	22.9	23.9	67.7	MANAGEMENT DEGREE COMBINATIONS				
20-24 YRS	187	16.9	17.6	85.2	BA ONLY	34	3.1	3.6	3.6
25-29 YRS	78	7.0	7.3	92.6	MPA ONLY	344	31.0	36.9	40.6
30-34 YRS	44	4.0	4.1	96.7	PHD/DPA ONLY	4	.4	.4	41.0
35-39 YRS	12	1.1	1.1	97.8	CPM ONLY	153	13.8	16.4	57.4
40 & < YRS	23	2.1	2.2	100.0	OTH. ONLY	105	9.5	11.3	68.7
MISSING	45	4.1	..		BA & MPA	132	11.9	14.2	82.8
Total	1109	100.0	100.0		BA & CPM	15	1.4	1.6	84.4
					BA & OTH.	24	2.2	2.6	87.0
					BA, MPA & PHD/DPA	9	.8	1.0	88.0
					BA, MPA & CPM	4	.4	.4	88.4
					BA, MPA & OTH.	16	1.4	1.7	90.1
					MPA & PHD/DPA	10	.9	1.1	91.2
					MPA & CPM	24	2.2	2.6	93.8
					MPA & OTH.	26	2.3	2.8	96.6
					MPA, PHD/DPA, CPM &	2	.2	.2	96.8
					PHD/DPA & CPM	4	.4	.4	97.2
					PHD/DPA & OTH.	1	.1	.1	97.3
					CPM & OTH.	25	2.3	2.7	100.0
					MISSING	177	16.0	..	
					Total	1109	100.0	100.0	

Table 2 continued on next page

QUESTIONNAIRE SOURCE				QUESTIONNAIRE SOURCE			
Freq.	Percent	Valid Percent	Cum Percent	Freq.	Percent	Valid Percent	Cum Percent
CPM ACADEMY	38	3.4	3.4	ARKANSAS @ L.R.	10	.9	60.1
GEORGIA CPM	35	3.2	6.6	U. OF CALIFORNIA @	20	1.8	61.9
KENTUCKY CPM	17	1.5	8.1	CENTRAL FLORIDA	4	.4	62.3
LOUISIANA CPM	39	3.5	11.7	UNIVERSITY OF KANSAS	21	1.9	64.2
N. CAROLINA CPM	59	5.3	17.0	MISSOURI @ COL.	37	3.3	70.7
OKLAHOMA CPM	17	1.5	18.6	NEBRASKA @ OMAHA	16	1.4	72.1
UTAH CPM	19	1.7	20.3	U. OF NEW HAVEN	5	.5	72.6
BRIGHAM YOUNG	32	2.9	23.2	NORTH CAROLINA CH	7	.6	73.2
CANISIUS	4	.4	23.5	NORTH CAROLINA GRN	2	.2	73.4
DEPAUL	2	.2	23.7	U. OF PITTSBURGH	11	1.0	74.4
DUKE	8	.7	24.4	U. TOLEDA	2	.2	74.6
EASTERN MICHIGAN	5	.5	24.9	WICHITA STATE	6	.5	75.1
FLORIDA STATE	42	3.8	28.7	ARKANSAS	1	.1	75.2
GEORGIA STATE	15	1.4	30.0	CONNECTICUT	24	2.2	77.4
ILLINOIS TECH	2	.2	30.2	NEVADA	68	6.1	83.5
KEAN COLLEGE OF NJ	5	.5	30.7	OREGON	83	7.5	91.0
KENTUCKY STATE	13	1.2	31.9	SOUTH CAROLINA	1	.1	91.1
MISSISSIPPI STATE	15	1.4	33.2	TENNESSEE	44	4.0	95.1
NORTHEASTERN	19	1.7	34.9	WASHINGTON	54	4.9	100.0
OHIO STATE	65	5.9	40.8	UNKNOWN UNIV.	4	.4	100.0
SOUTHERN ILLINOIS	3	.3	41.1	Total	1109	100.0	100.0
SOUTHWEST MISSOURI	1	.1	41.2				
SOUTHWEST TEXAS ST.	9	.8	42.0				
SUNY ALBANY	101	9.1	51.1				
SUFFOLK UNIVERSITY	19	1.7	52.9				
TEXAS A&M	1	.1	52.9				
U. OF TEXAS @ AUSTIN	68	6.1	59.1				
TRINITY UNIVERSITY	1	.1	59.2				

IV.

RESEARCH OBJECTIVES

As mentioned earlier, this paper is part of a larger ongoing national study of which all data collection phases have not yet been completed. Hence, this paper has been structured as exploratory research seeking answers to the following questions about public service professionalism among state administrators.

1. What are the public service value orientations of MPA and CPM graduates who are currently employed as state administrators?
2. What are the professional behavioral dimensions of these administrators?
3. What are the orientations of these administrators toward public Administration education?
4. Do administrators with MPA/CPM education significantly differ from those state administrators without compatible training/education?

The questionnaire items shown below were analyzed to address the four research objectives listed above.

Public service value orientations are thought to be reflected through the responses to the follow items.

7. Here are some statements that have been made about the workings of government agencies in the U.S. Please indicate the extent to which you agree or disagree with each of them. (Please circle appropriate number)

	Strongly Agree		Strongly Disagree	
a. Government agencies should provide high quality services to their clients.	4	3	2	1
b. Clients of government agencies are not satisfied with the services	4	3	2	1
c. Government agencies should provide equal treatment to minorities and women.	4	3	2	1
d. Political pull is important in whether a government agency will help a private citizen with the services provided.	4	3	2	1
e. Democratic principles cannot be applied in dealing with employees of government agencies.	4	3	2	1
Continued...				
f. Government agency officials should care about public opinion concerning their agencies.	4	3	2	1
g. Citizens are not knowledgeable about the complexities of decision making in government agencies.	4	3	2	1
h. Government agency officials should be responsive to requests of state legislators about problems of their constituents.	4	3	2	1
i. The merit system in public service is outweighed by political pull in influencing merit appointments.	4	3	2	1

Professional behavioral dimensions of state public administrations are thought to be measured by the following items.

- | | |
|---|---|
| 8. How many professional associations/societies related to your job do you belong to? _____ | 10. How many professionally-related seminars/conferences have you attended in the past two years? _____ |
| 9. How many professional journals/publications do regularly read/subscribe to? _____ | 11. In the past two years how many elective management education/training activities have you attended? _____ |

Finally, Orientations of state public administrators toward administrative/management professionalism are thought to be measured by the following items.

2. Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements. (Please circle appropriate number)

	Strongly Agree		Strongly Disagree
a. Public managers, regardless of their other educational background, need training and education in public administration	4	3	2 1

Continued on next page...

- b. Public managers should be familiar with the current developments in public administration 4 3 2 1
- c. Public managers should belong to one or more professional organizations public administration 4 3 2 1

Results of the analyses are reported in the following section.

V

DATA ANALYSES

Percentages and counts were computed for the first three research questions. These statistics were calculated for respondents identified as CPM graduates and MPa degree holders by gender and by ethnicity.

Value Orientations of MPA and CPM Graduates

Below in tables 3 and 4 are the results for the public service value orientation items.

Table 3
Public Service
Value Orientations Among State Administrators Who are
CPM Graduates and/or MPA Degree Holders
By Gender

	GOVT PROVIDE QUALITY SERVICE	CLIENTS ARE NOT SATISFIED	AGENCIES PROVIDE EQUAL TREAT		POLITICAL FULL IMPORT	DEMO PRINC. CANNOT BE APPLIED	OFFS. SHLD CARE PUBLIC OPINION		CITIZENS NOT KNOW.	OFFS. RESPONSE	MERIT SYSTEM POLIT
MALE				MALE				MALE			
1	.2	21	1.1	1	21.5	47.8	.8	1	2.4	.8	141
2	.2	35.5	1.7	2	37.4	37.5	.45	2	13.4	11.6	328
3	12.3	46.4	17.4	3	26.8	11.8	38.5	3	35.8	57.4	299
4	87.2	160	79.8	4	142	29	56.2	4	48.4	30.1	231
N	470	470	470	N	492	485	491	N	492	491	483
FEMALE				FEMALE				FEMALE			
1	0.0	4.2	0.0	1	19.4	49.1	0.0	1	4.3	1.1	128
2	.4	27.9	.8	2	34.2	39.9	.36	2	11.5	15.2	31.1
3	12.5	50.9	6.0	3	33.8	10.3	35.5	3	36.3	58.0	34.4
4	87.2	17.0	93.2	4	12.6	.7	60.9	4	47.8	25.7	21.6
N	265	265	265	N	278	273	279	N	278	276	273
TOTAL				TOTAL				TOTAL			
1	.1	2.9	.7	1	20.8	48.3	.5	1	3.1	.9	137
2	.3	32.8	1.4	2	36.2	38.4	.42	2	12.7	12.9	32.2
3	12.4	48.0	13.3	3	29.4	11.2	37.4	3	36.0	57.6	31.6
4	87.2	16.3	84.6	4	136	21	57.9	4	48.2	28.6	22.5
N	735	735	735	N	770	758	770	N	770	767	756

Table Schedule:

- 1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Table 4
Public Service
Value Orientations Among State Administrators Who are
CPM Graduates and/or MPA degree Holders
By Ethnicity

	GOVT PROVIDE QUALITY SERVICES	CLIENTS ARE NOT SATISFIED	AGENCIES PROVIDE EQUAL TREAT	POLITICAL PULL IMPORT	DEMO PRINC. CANNOT BE APPLIED	OFFS. SHLD CARE PUBLIC OPION	KNOWLEDGE	CITIZENS NOT RESPONS.	OFFS. POLITICAL	MERIT VS. IS
WHITE										
1	.1	25	.4	1	21.8	49.0	.6	1	3.0	145
2	.3	33.1	1.5	2	37.4	38.3	39	2	12.0	333
3	11.9	47.5	13.3	3	27.7	11.0	359	3	36.2	312
4	87.7	16.9	84.8	4	13.1	1.7	596	4	48.9	210
N	682	682	682	N	711	700	710	N	710	698
AFRICAN-AMERICAN										
1	0.0	24	24	1	11.4	48.8	22	1	4.4	91
2	0.0	31.7	0.0	2	22.7	37.2	89	2	22.2	205
3	14.6	48.8	24	3	47.7	11.6	356	3	35.6	341
4	85.4	17.1	95.1	4	18.2	2.3	533	4	37.8	364
N	41	41	41	N	44	43	45	N	45	44
HISPANIC										
1	0.0	12.5	0.0	1	16.7	55.6	0.0	1	5.6	118
2	0.0	12.5	0.0	2	33.3	38.9	0.0	2	16.7	47.1
3	18.8	68.8	18.8	3	38.9	0.0	55.6	3	33.3	176
4	81.3	6.3	81.3	4	11.1	5.6	44.4	4	44.4	23.5
N	16	16	16	N	18	18	18	N	18	17
NATIVE AMERICAN										
2	0.0	20.0	0.0	1	0.0	20.0	0.0	2	40.0	40.0
3	0.0	60.0	40.0	2	40.0	40.0	0.0	3	40.0	40.0
4	100.0	20.0	60.0	3	40.0	20.0	40.0	4	40.0	60.0
N	5	5	5	N	5	5	5	N	5	5
ASIAN OR PACIFIC ISLANDER										
2	14.3	28.6	0.0	1	0.0	57.1	14.3	2	14.3	14.3
3	0.0	57.1	14.3	2	28.6	28.6	0.0	3	42.9	42.9
4	85.7	14.3	85.7	2	42.9	14.3	57.1	4	42.9	42.9
N	7	7	7	N	7	7	7	N	7	7
OTHER										
3	0.0	100.0	0.0	3	100.0	100.0	100.0	3	0.0	0.0
4	100.0	0.0	100.0	4	100.0	100.0	100.0	4	100.0	100.0
N	1	1	1	N	1	1	1	N	1	1
TOTAL										
1	1	2.7	.5	1	20.7	49.0	.8	1	3.1	139
2	.4	32.4	1.3	2	36.4	38.1	4.1	2	12.7	325
3	12.0	48.3	13.0	3	29.4	11.0	36.6	3	36.1	312
4	87.5	16.6	85.1	4	13.5	1.9	58.5	4	48.1	225
N	752	752	752	N	786	774	786	N	786	772

Respondents in the present sample with CPM certificates and/or MPA degrees report reflected values that government should provide high quality services, equal treatment and care about public opinion concerning their agencies (see tables 4 and 5). They also report considerable disagreement with the notion that democratic principles cannot be applied when dealing with employees.

They seem to be somewhat divided in their reported opinions as to the necessity of political pull

before an agency would help a private citizen. African-Americans and Asian-Pacific Islanders reported the strongest belief in the necessity of political pull (the other ethnic category reported 100%, but only had a n of one).

Responses on the remaining value items seem to indicate that an overall positive value system exists among this sample of state government managers.

Professional Behavioral Attributes Among MPA and CPM Graduates

Tables 5 and 6 below contain the results for the professional behavioral attribute items.

Table 5
Professional Behavioral Attributes
Among State Administrators Who are
CPM Graduates and/or MPA Degree Holders
By Gender

	ASSOC SOC BELONG TO	JOURNALS TAKEN	% CONFS ATTENDED	ELECTIVE COURSES
MALE				
NUMBER				
0	22.0	19.2	12.4	33.0
1	30.7	16.2	15.1	18.1
2	26.1	24.5	22.7	20.1
3	13.0	14.0	14.6	8.9
4	5.3	11.7	12.8	8.9
5	1.6	8.0	6.9	3.2
6	1.1	3.7	8.0	2.7
7	.2	.2	1.1	.5
8	0.0	1.1	3.4	2.1
9	0.0	0.0	.5	.5
10	0.0	1.4	2.5	2.1
N	437	437	437	437
FEMALE				
NUMBER				
0	17.6	18.0	10.2	23.4
1	32.8	18.0	8.6	16.8
2	29.1	26.6	22.5	25.4
3	14.3	18.4	16.4	11.9
4	4.1	8.6	17.2	9.0
5	1.2	3.3	6.1	1.6
6	0.0	3.3	9.0	5.3
7	.8	.4	2.9	.8
8	0.0	.4	2.9	2.0
10	0.0	2.9	4.1	3.7
N	244	244	244	244
TOTAL				
NUMBER				
0	20.4	18.8	11.6	29.5
1	31.4	16.9	12.8	17.6
2	27.2	25.3	22.6	22.0
3	13.5	15.6	15.3	10.0
4	4.8	10.6	14.4	9.0
5	1.5	6.3	6.6	2.6
6	.7	3.5	8.4	3.7
7	.4	.3	1.8	.6
8	0.0	.9	3.2	2.1
9	0.0	0.0	.3	.3
10	0.0	1.9	3.1	2.6
N	681	681	681	681

Table 6
Professional Behavioral Attributes
Among State Administrators Who are
CPM Graduates and/or Degree Holders
By Ethnicity

	ASSOC/SOC BELONG TO	JOURNALS TAKEN	% CONFS ATTENDED	ELECTIVE COURSES		ASSOC/SOC BELONG TO	JOURNALS TAKEN	% CONFS ATTENDED	ELECTIVE COURSES
WHITE					NATIVE AMERICAN				
NUMBER					NUMBER				
0	21.0	18.8	11.9	28.8	1	0.0	33.3	33.3	33.3
1	32.1	17.3	12.4	18.3	2	33.3	0.0	0.0	33.3
2	25.3	25.8	22.4	21.0	3	0.0	66.7	0.0	0.0
3	1.4	6.4	7.2	3.0	5	66.7	0.0	0.0	0.0
6	6	3.7	8.4	4.1	6	0.0	0.0	66.7	33.3
7	0.0	0.0	.3	.3	N	3	3	3	3
10	0.0	2.1	3.2	2.5					
N	629	629	629	629					
AFRICAN-AMERICAN					ASIAN OR PACIFIC ISLANDER				
NUMBER					NUMBER				
0	7.3	22.0	7.3	29.3	0	14.3	28.6	14.3	42.9
1	24.4	7.3	7.3	9.8	1	57.1	0.0	14.3	28.6
2	46.3	22.0	22.0	26.8	2	14.3	14.3	42.9	14.3
3	4.9	9.8	17.1	9.8	3	0.0	42.9	0.0	0.0
5	0.0	2.4	7.3	2.4	4	14.3	14.3	0.0	14.3
6	2.4	2.4	2.4	0.0	8	0.0	0.0	14.3	0.0
7	0.0	0.0	2.4	2.4	10	0.0	0.0	14.3	0.0
8	0.0	0.0	7.3	0.0	N	7	7	7	7
10	0.0	2.4	4.9	7.3					
N	41	41	41	41					
HISPANIC					OTHER				
NUMBER					NUMBER				
0	28.6	0.0	14.3	35.7	0	0.0	0.0	0.0	100.0
1	50.0	28.6	14.3	35.7	1	0.0	0.0	100.0	0.0
3	0.0	14.3	28.6	0.0	2	100.0	0.0	0.0	0.0
4	0.0	7.1	0.0	14.3	5	0.0	100.0	0.0	0.0
5	0.0	7.1	7.1	0.0	N	1	1	1	1
8	0.0	0.0	7.1	0.0					
10	0.0	0.0	7.1	0.0					
N	14	14	14	14					
TOTAL					NUMBER				
					0	20.1	18.6	11.7	29.1
					1	31.5	16.8	12.5	17.8
					2	27.1	25.3	22.3	21.6
					3	13.7	15.8	15.3	10.2
					4	4.9	10.2	14.7	8.9
					5	1.6	6.3	6.9	2.9
					6	.7	3.6	8.2	3.9
					7	.4	.3	1.7	.6
					8	0.0	0.0	.3	.3
					10	0.0	0.0	14.3	0.0
					N	695	695	695	695

From tables 5 and 6, it seems that these trained state public administrators are engaging in the type of activities thought necessary to promote professional growth. For example, even though all in this group have all earned at least a CPM certificate almost 50% of them have taken from one to three elective professional courses, while another 21% have taken from four to ten elective courses during the past two years. Over 70% belong up to three professional associations, almost 60% subscribe up to three professional journals, and approximately 65% have attended one to four professional meetings in the past two years.

Based on this information, it seems these state public administrators are behaving as professionals.

Public Administration Professionalism Among MPA and CPM Graduates

Tables 7 and 8 contain the results for the items designed to measure attitudes toward public service professionalism.

Table 7

**Attitudinal Orientations
Toward Public Service Professionalism Among State Administrators
Who are CPM Graduates and/or MPA Degree Holders
By Gender**

	NEED TRAINING IN PA	FAMILIAR W/CURRENT DEVS	BELONG TO PROP. ORGS.
MALE			
1	1.8	.8	61
2	7.5	12.6	329
3	41.3	47.0	451
4	49.4	39.6	159
N	492	492	492
FEMALE			
1	.4	.4	35
2	10.2	11.3	304
3	31.1	41.0	491
4	58.3	47.3	170
N	283	283	283
TOTAL			
1	1.3	.6	52
2	8.5	12.1	320
3	37.5	44.8	466
4	52.6	42.5	163
N	775	775	775

Table 8

**Attitudinal Orientations
Toward Public Service Professionalism Among State Administrators
Who are CPM Graduates and/or MPA Degree Holders
By Ethnicity**

	NEED TRAINING IN PA	FAMILIAR W/CURRENT DEVS	BELONG TO PROP. ORGS.		NEED TRAINING IN PA	FAMILIAR W/CURRENT DEVS	BELONG TO PROP. ORGS.
WHITE							
1	1.3	.5	63				
2	8.7	11.8	345				
3	39.0	45.3	448				
4	51.0	42.4	144				
N	956	956	956				
AFRICAN-AMERICAN							
2	3.8	1.9	13.2				
3	43.4	37.7	56.6				
4	52.8	60.4	30.2				
N	53	53	53				
HISPANIC							
1	0.0	0.0	4.0				
2	8.0	16.0	40.0				
3	64.0	56.0	48.0				
4	28.0	28.0	8.0				
N	25	25	25				
NATIVE AMERICAN							
1	16.7	16.7	16.7				
3	33.3	16.7	33.3				
4	50.0	66.7	50.0				
N	6	6	6				
ASIAN OR PACIFIC ISLANDER							
1	0.0	0.0	7.1				
2	21.4	7.1	42.9				
3	42.9	64.3	28.6				
4	35.7	28.6	21.4				
N	14	14	14				
OTHER							
2	0.0	0.0	50.0				
3	0.0	0.0	50.0				
4	100.0	100.0	0.0				
N	2	2	2				
TOTAL							
1	1.2	.6	60				
2	8.5	11.3	335				
3	39.8	45.2	452				
4	50.5	43.0	153				
N	1056	1056	1056				

Table 7 and 8 indicate strong agreement among the CPM and MPA graduates toward the need for

training and education in public administration (90% Agreed or Strongly Agreed), and the need to be familiar with current developments in public administration (87% Agreed or Strongly Agreed). Considerable less agreement was reported for the need to belong to professional organizations (60.5% Agreed or Strongly Agreed). Perhaps belonging to professional organizations is not as important as education and professional currency.

Differences Between the General Sample, MPA and CPM Graduates

To answer the question-- "Do administrators with MPA/CPM education significantly differ from those state administrators without compatible training/education?" -- one-way Multivariate Analysis of Variances (MANOVA) were computed for each of the item groups identified to measure public service values, behavioral dimensions and orientations toward public administration professionalism respectively. The independent variable in each case was the sample type (i.e., General Sample, CPM and MPA). Statistical Significance was considered critical at $\alpha \leq .05$. The results are presented below.

Public service value orientations. An initial MANOVA was performed using as dependent variables items 7A through 7I. The result of the multivariate test is shown in table 9 below.

Table 9
MANOVA of Public Service Values
By Sample Type

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillai's	.04637	2.69549	18.00	2044.00	.000*
Hotelling's	.04802	2.72109	18.00	2040.00	.000*
Wilks	.95391	2.70830	18.00	2042.00	.000*
Roy's	.03912				

Note. F statistic for WILK'S Lambda is exact.

* Significant at $\alpha \leq .05$

As shown in table 9 above some significant statistical differences do exist because of membership in one of the three sample types (i.e., General sample, CPM or MPA). In order to determine on which items these differences exist, univariate analyses of variance (ANOVA) were performed for each of the measures (i.e., 7A through 7I). Table 10 contains these results.

Table 10
ANOVAS of Items 7A Through 7I
By Sample Type

Univariate F-tests with (2,1029) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
V7A	18786	159.29954	.09393	.15481	.60676	.545
V7B	1.42315	570.82104	.71157	.55473	1.28273	.278
V7C	.12497	216.99034	.06248	.21087	.29631	.744
V7D	1.78770	971.55726	.89385	.94418	.94670	.388
V7E	1.34036	600.67126	.67018	.58374	1.14808	.318
V7F	3.23319	387.21642	1.61660	.37630	4.29599	.014*
V7G	.61639	679.05803	.30819	.65992	.46702	.627
V7H	1.59447	448.31251	.79723	.43568	1.82987	.161
V7I	17.61171	975.24778	8.80586	.94776	9.29120	.000*

* Significant at $\alpha \leq .05$

As can be seen in table 10 above significant differences were found to exist for 7F (democratic principles) and 7I (merit system) items. Roy-Bargman Stepdown F tests were also performed in an attempt to determine if any relationship exists between the two significant measures, and none was found to exist.

In order to determine the nature, direction and magnitude of these differences Scheffe Range tests were performed for each of the significant items. Table 11 contains the results for the democratic principles item.

Table 11
Scheffe Range Test and Means
for Democratic Principles
By Sample Type

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

		MGC
		PEP
		ANM
	Mean Group	
3.4956	MPA	
3.5528	GEN	
3.6383	CPM	•

According to table 11, graduates of CPM programs (mean = 3.64) seem not to believe that democratic principles can be applied in the workplace to the degree their MPA degree holder (mean = 3.50) counterparts. No such difference seems to exist between the general sample, nor do any significant differences exist between the MPA degree holders and the general sample.

The results of the range test for the Merit system measure is shown in table 12.

Table 12
Scheffe Range Test and Means
for Merit System
By Sample Type

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

		MGC
		PEP
		ANM
	Mean Group	
2.5497	MPA	
2.5935	GEN	
2.8826	CPM	••

The Scheffe range test results shown in table 12 indicates that the CPM graduate group believe to a greater degree than do their General Sample and MPA counterparts that political influence outweighs the merit system. No significant difference was measured between the General Sample and the MPA group.

Behavioral dimensions. As with the public service value items, an initial MANOVA was performed using as dependent variables items 8 through 11. The result of the multivariate test is shown in table 13 below.

Table 13
MANOVA of Behavioral Dimensions
By Sample Type

Test Name	Value	Approx. F	Hypoth. D F	Error D F	Sig. of F
Pillais	.09286	11.51491	8.00	1892.00	.000*
Hotellings	.10155	11.98241	8.00	1888.00	.000*
Wilks	.90750	11.74880	8.00	1890.00	.000*
Roy's	.08890				

Note.. F statistic for WILKS Lambda is exact.
* Significant at $\alpha \leq .05$

As shown in table 13 some significant statistical differences do exist because of membership in one of the three sample types on one or more of the behavioral dimensions. In order to determine on which specific item(s) these differences exist, ANOVAs were performed for each of the four behavioral measures. Table 14 contains these results.

Table 14
ANOVAS of Items 8 Through 11
By Sample Type

Univariate F-tests with (2,948) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
V8	93.95532	1519.47896	46.97766	1.60283	29.30927	.000*
V9	3.62526	4130.96780	1.81263	4.35756	.41597	.660
V10	127.34631	5359.66947	63.67315	5.65366	11.26229	.000*
V11	159.16823	4694.31442	79.58411	4.95181	16.07173	.000*

* Significant at $\alpha \leq .05$

As can be seen in table 10 above significant differences were found to exist on items 8 (Professional organization membership), 10 (professional meetings/seminars attendance) and 11 (participation in elective education/training). Roy-Bargman Stepdown F test were also performed in an attempt to determine if any relationship exists between the two significant measures, and no relationship was found.

A Scheffe Range test were again performed for each of the significant items. Table 15 contains the results for the professional organization membership measure.

Table 15
Scheffe Range Test and Means
for Professional Organization Membership
By Sample Type

		G M C	E P P	N A M
Mean	Group	3	2	1
1.4204	GEN 3			
1.4262	MPA 2			
2.2105	CPM 1			

According to table 15, graduates of CPM programs (mean=2.2105) belong to significantly more professional associations/societies than do their General Sample and MPA degree holder (means =

1.4204 and 1.4262 respectfully) counterparts. No such differences between the General Sample and MPA degree holding respondents.

The results of the range test for the professional meeting attendance measure is shown in table 16.

Table 16
Scheffe Range Test and Means
for Meeting Attendance
By Sample Type

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

	MGC
	PEP
	ANM
Mean Group	
2.9327 MPA	
3.2832 GEN	
3.8789 CPM	• •

As with the membership measure, the CPM respondents (mean = 3.8789) report attending significantly more professional meetings/seminars than do their General Sample and MPA (means = 3.2832 and 2.9327 respectfully) counterparts in the past two years. No significant differences were found to exist between the General Sample and MPA respondents.

The results of the range test for the elective education/training measure is shown in table 17 below.

Table 17
Scheffe Range Test and Means
for Elective Education/Training
By Sample Type

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

	MGC
	PEP
	ANM
Mean Group	
1.8505 MPA	
1.9912 GEN	
2.9053 CPM	• •

As can be seen in table 16 the same trend as was observed in the range tests for the previous two behavioral measures also exists for this measure. That is the CPM respondents report having attended significantly more elective classes in the past two years than either their MPA and General Sample counterparts.

Orientations toward public administration Professionalism. The results of the initial MANOVA for the education/training orientations by sample type are shown in table 17 below.

Table 17
MANOVA of Public Administration Professionalism
By Sample Type

Test Name	Value	Approx. F	Hypoth. D F	Error D F	Sig. of F
Pillai's	.10554	20.33440	6.00	2190.00	.000*
Hotelling's	.11366	20.70578	6.00	2186.00	.000*
Wilks	.89629	20.52022	6.00	2188.00	.000*
Roy's	.08362				

Note.. F statistic for WILK'S Lambda is exact.

* Significant at $\alpha \leq .05$

As shown in table 17 above some significant statistical differences do exist because of membership in one of the three sample types. In order to determine on which items these differences exist, ANOVAs were performed for each of the measures (i.e., 2a through 2c). Table 18 contains these results.

Table 18
ANOVAS of Items 2a Thorough 2C
By Sample Type

Univariate F-tests with (2,1096) D. F.							
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F		Sig. of F
V2A	27.85677	495.58090	13.92838	45217	30.80326		.000*
V2B	31.27173	481.54174	15.63586	4936	35.58758		.000*
V2C	39.68724	656.82231	19.84362	59929	33.11186		.000*

* Significant at $\alpha \leq .05$

The results in table 18 indicate that differences were measured on all three of the professionalism items. As with the previous categories, Roy-Bargman Stepdown F tests were performed to determine if any relationship exists between these measures, and again none were found to exist.

Scheffe Range tests were performed for the three items to determine the nature, direction and magnitude of these differences. Table 19 contains the results for the public administration education/training item.

Table 19
Scheffe Range Test and Means
for Public Administration Education/training
By Sample Type

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

	MGC
	PEP
	ANM
Mean Group	
3.3097	MPA
3.3395	GEN
3.7149	CPM

According to table 19, graduates of CPM programs again seem to value the need for education/training in public administration to a significantly higher degree than do their General Sample and MPA degree holding counterparts. No such difference exists between the General Sample and MPA holdings samples.

The results of the range test for the current developments measure is shown in table 20.

Table 20
Scheffe Range Test and Means
for Current Developments
By Sample Type

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

		MGC
		PEP
		ANM
Mean	Group	
3.1829	MPA	
3.3395	GEN	•
3.6199	CPM	• •

The results shown in table 20 indicate that the CPM respondents report feeling a greater need to remain current in developments in public administration than do their General Sample and MPA counterparts. Also, the General Sample reports significantly stronger feelings of the importance of being familiar with current developments in public administration than do the MPA degree holding respondents.

The final range test was performed for the need to belong to one or more professional organization measure. The results are shown in table 21 below.

Table 21
Scheffe Range Test and Means
for Organizational Membership
By Sample Type

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

		GMC
		EPF
		NAM
Mean	Group	3 2 1
2.5461	GEN3	
2.6343	MPA2	
3.0724	CPM1	• •

According to the results shown in table 21 the CPM respondents report a significantly stronger

VI **SUMMARY AND CONCLUSION**

Overall it seems that this sample of state public administrators possess very strong reflected professional values, report admirable professional behavior, and do see the need for continued education/training.

While all of the sample groups (i.e., CPM, MPA and General Sample) reported positive responses for most of the measures, some interesting conditions were found from the analyses of variance. For ex-

ample, the CPM group consistently reported significantly more positive attitudes toward the behavioral dimension and education measures than did the MPA and General Sample groups. While the MPA differed from the General Sample group only on the need to remain current on developments in public administration. A priori, it was suspected that the CPM and MPA groups would resemble each other more than either would resemble the General Sample. "What are the CPM programs doing?"

The CPM group was found to be more negative on the reflected professionalism value measures than were their MPA and General Sample counterparts. CPM graduates possibly have been working in state government for a longer period than have their MPA counterparts, and may also possess a higher degree of political acuity than the General Sample group. Thus, they may have a more realistic estimate of the magnitude that politicians and the political process influence the workings of state government. Regardless, this is an area that needs further study.

As mentioned earlier, this is an ongoing study. These results should be considered in this light. The data being collected is for the primary purpose of refining the model of professional socialization presented in figure 1. However, there are numerous possibilities for secondary analysis. These will be performed and reported as the study progresses.

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